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ABSTRACT

Since 1970, Maui Community College (MCC) has offered credit courses on the island of Molokai, with the program expanding considerably in 1986 with the inception of the MCC-Molokai Center. Developed to project a more stable and comprehensive program for the residents of Molokai, this academic development plan outlines the priorities of MCC on the island for 1990-96. After providing an overview and history of MCC's service to the Molokai community, the report outlines the mission, philosophy, and planning strategies of MCC. The plan then presents nine long-range goals, including maximizing access to all MCC programs and services; promoting and implementing curricular comprehensiveness; establishing partnerships with business, government, and other schools on the island to identify and address common goals; and supporting faculty and staff development activities. Next, external planning factors specific to the island of Molokai are examined, including conditions related to: economics; demographics and geography; and science and technology. In addition, community expectations and internal planning factors, including staffing and staff resources, curriculum, resource allocation, and physical facilities, are reviewed. The next section highlights recent assessment activities and the college's progress toward expanding the MCC-Molokai Farm, offering more occupational programs in response to community needs, and expanding developmental skills course offerings and student services. Next, 13 new priorities are described, including the improvement of instructional programs, the use of new technologies, and the establishment of economic development partnerships with business and government. Finally, additional staff positions requested for the Molokai program, projected activity levels and resource requirements, and a systematic evaluation process utilized by the college are provided. An attachment lists certificates and degrees offered on Molokai and MCC-Molokai enrollment figures. (JMC)

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AN ACADEMIC DEVELOPMENT PLAN FOR THE ISLAND OF MOLOKAI IN HAWAII 1990 - 1996

by

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APRIL 1990

JC900276

HAWAII UNIVERSITY, KAHULUI.

MAUI COMMUNITY COLLEGE

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AN ACADEMIC DEVELOPMENT PLAN FOR MOLOKAI

1990 - 1996

I. INTRODUCTION AND HISTORY

The mission of Maui Community College is to provide education to its entire County, including the two islands of Molokai and Lanai and the outlying communities of Hana, Lahaina, and Kihei on the island of Maui. As a step toward fulfilling its mission on Molokai and after numerous requests for higher education from the community, the College began offering credit courses there in 1970.

Since 1970, the Molokai program has expanded considerably. The College presently offers approximately 58 classes per year and coordinates the scheduling of 6 classes per year for the University of Hawaii Maui Outreach (UH-MO) Program. About 175-200 students are served by MCC credit classes each semester. The credit curricula lead to certificates and degrees in 10 areas, instructed by a blend of Maui-based and Molokai instructors and lecturers. The Molokai program uses five sites: agriculture classes at the MCC-Molokai Farm, technical classes at Molokai High in Hoolehua, a dance class at the National Guard Armory, lab or daytime classes at the MCC-Molokai Center, and all other classes at the elementary school in Kaunakakai. Most classes are scheduled at night. Business and agriculture classes which are scheduled during the day, and UH-MO classes broadcast over SkyBridge on weekends.

Inception of the MCC-Molokai Center in February of 1986 in a rented facility allowed the College to schedule day classes for the first time, broadened the selection of classes, and required safe storage of equipment. The College's first cable course was broadcast to Molokai in 1986, followed shortly by the SkyBridge interactive classroom in 1988. It is time now to project a more stable and comprehensive program for the residents of Molokai through this Academic Development Plan.

II. MISSION, PHILOSOPHY, AND PLANNING STRATEGIES

The Molokai ADP stems from and is congruent with the College-wide ADP, which was approved by the Board of Regents in 1988. The goals for Molokai reaffirm the goals established by the State Higher Educational Plan, the State Postsecondary Educational Commission, and the State Board for Vocational Education. (See the MCC-ADP for further details.)

The MCC mission for the island of Molokai reiterates the overall College commitment:

> "...to provide for its community the best possible postsecondary education in order to promote and preserve democratic ideas and the growth of individuals as citizens and as participants in their civilization and culture. It is a basic assumption that all citizens should have vocational and general education available to them at whatever level they desire and are able to attain."

Within this mission, the College will continually seek to respond to the post-secondary educational and cultural needs on Molokai. MCC-Molokai will provide quality academic, college-transfer, occupational, and developmental courses and programs; an appropriate level of academic and institutional support; student support services; and an eventual community services program. The College has solicited and integrated community involvement into its program planning. Additionally, this plan will address those institutional strategies identified in the college-wide ADP and incorporate the overall goals and directions of the University of Hawaii Community College System.

III. LONG-RANGE GOALS

The long-range goals set forth in the MCC-ADP are applicable to Molokai:

GOAL #1 - VIGOROUSLY PURSUE A COMMITMENT TO PROVIDING QUALITY EDUCATION FOR ALL MCC STUDENTS

The College is currently seeking a permanent site for the MCC-Molokai Center. Quality curricular programs and services for the residents of Molokai are currently limited by the lack of a comprehensive, permanent facility on the island of Molokai. This facility would enable the expansion of general and occupational curricula through classrooms with SkyBridge and HITS capabilities as well as add vital support services such as Library Resources, Learning Lab, Admissions and Financial Aid Office, Career and Academic Counseling, Placement Testing, Bookstore, and related administrative services.

GOAL #2 - MAXIMIZE MAUI COUNTY COMMUNITY ACCESS TO ALL COLLEGE PROGRAMS AND SERVICES

Maximizing community and student access is a critical goal for MCC, as the College is the only post-secondary educational institution situated on Molokai. The Molokai community is interested in higher education leading to Certificates of Completion, Certificates of Achievement, two-year Associate Degrees, as well as upper division and graduate programs.

GOAL #3 - PROMOTE AND IMPLEMENT CURRICULAR COMPREHENSIVENESS

A goal of the College is the development and implementation of a comprehensive curriculum for the residents of Molokai. The College is currently limited by available resources as well as a permanent facility in offering vocational, technical, science and other equipment-dependent classes.

GOAL #4 - ESTABLISH PARTNERSHIPS WITH BUSINESSES, GOVERNMENT, AND PUBLIC SCHOOLS TO IDENTIFY AND ADDRESS COMMON GOALS

MCC-Molokai, not unlike the College as a whole, will develop partnerships with both private and public sectors on the island of Molokai. As Molokai business and agricultural enterprises continue to grow, the College will work with community business and farm leaders to provide appropriate pre- and in-service education and training. Alliances with such agencies as the Hawaiian Homes Commission to provide education, training, and economic development related services to native Hawaiians are currently being developed.

GOAL #5 - ARTICULATE DEGREE, PROGRAM, AND COURSE GOALS AND OBJECTIVES WITH PUBLIC AND PRIVATE HIGH SCHOOLS AND UNITS OF THE UNIVERSITY OF HAWAII

Molokai has a combined intermediate-high school with an average yearly

graduating class of 100 students. There are no private high schools on the island. Articulation with the Department of Education will be a goal over the next two years. Specifically, the College will work with the Molokai High and Intermediate School principal and staff to ensure that Molokai is included in the Countywide MCC-DOE discussions and articulation agreements.

GOAL #6 - INTERNATIONALIZE THE CURRICULUM WITH AN EMPHASIS ON THE PACIFIC BASIN AND ASIA

This goal is relevant for offerings on Molokai as well as the campus, due to the acquisition of land and hotel properties by corporations based outside the United States and Hawaii. As the State, County, and island economies become more internationally-based, an integral part of resident education will include instruction in foreign languages and knowledge and competencies related to the global economic, political, cultural and linguistic environment.

GOAL #7 - ACQUIRE AND APPLY APPROPRIATE TECHNOLOGY TO ASSIST INSTRUCTION AND ADMINISTRATION

MCC will continue to expand linkages to media, library, and information services between Molokai and the campus Library, the statewide automated library system, and eventually national and international on-line databases. The Campus Computer Plan will assure faculty and administrative staff on Molokai direct access to software and electronic mail services available to staff at the Kahului site. The Molokai Center will require additions to its telecommunication, computer, and television (SkyBridge and HITS) inventory to teach current and expanded curricula on Molokai and to upgrade linkages with the campus.

GOAL #8 - ACTIVELY PURSUE EXTERNAL RESOURCES

The College will aggressively pursue external resources to support institutional improvements for the Molokai Education Center development and activities. State general funds have been insufficient to establish science and technical lab equipment for Molokai. Cooperation with local Molokai-based agencies to apply for assistance from external resources is critical.

GOAL #9 - SUPPORT FACULTY AND STAFF PROFESSIONAL DEVELOPMENT ACTIVITY

The overall College goal - to encourage staff participation in activities which promote acquisition of new knowledge, to keep abreast of new technologies and improve performance through new education and vitality - applies to the instructional and support staff of Molokai as well as campus. This goal is especially relevant for Molokai staff because of they are geographically isolated from the campus and have fewer opportunities for professional interaction with colleagues in the State and on the Mainland.

IV. PLANNING CONTEXT

The following planning factors specific to the island of Molokai were considered when developing the Molokai-ADP:

A. EXTERNAL FACTORS

1. Economic Factors

a. The unpredictable and uneven nature of the Molokai economy creates formidable challenges. The unemployment rate is characteristically highest for Molokai than for any other island in Hawaii. Even though there is virtually no unemployment on other islands at this time, the unemployment rate on Molokai as of December 1989 stands at 10.2%, due to an expanded labor force, the closing of Air Molokai in October of 1989, and the recent layoff of 24 workers from Molokai Ranch.

b. Beginning in December of 1988, an agreement was completed with the State Department of Business and Economic Development whereby 80-100 Molokai residents are transported by ferry to work on Maui on a daily basis. This situation lowered the overall unemployment rate on the island from 13.7% in August of 1987 to 7.9% in September of 1988.

While the ferry is providing temporary abatement to the unemployment problem, it is not a permanent solution. Workers must endure an arduous, 6-hour roundtrip commute, often in inclement weather and high seas. The ferry system does not resolve the need for viable economic development and employment on Molokai itself.

c. Del Monte Corporation on the island of Molokai closed down completely as of December 1988. This closing displaced about 50 older, mostly unskilled workers. They critically need upgrading of their basic skills to become employable in other business areas. They have remained largely unemployed or have accepted only seasonal work since that time.

d. While tourism has increased on Molokai, the island is still without a second major tourist hotel. Although the Kaluakoi Resort was completed in 1976, development of Kaiaka Rock and other hotels has been stalled by legal problems, leaving the future of the hotel industry in question. However, as tourism is increasing in the County generally, it may also grow on Molokai as well.

e. Agriculture is experiencing improvement and renewed interest on Molokai with increased emphasis on crop

diversification. New crops have proven marketable, like coffee, herbs, vegetables, and lei flowers.

2. Demographic and Geographic Factors

   a. The population on the island of Molokai is 6,645 residents as of the end of 1989, which reflects a trend of very slow growth. About 47% of the population is Hawaiian or part-Hawaiian, the largest concentration of this ethnic group on any island in the State. The geographic distribution of the population is also important, with over 35% living in the Kaunakakai area. Only small pockets of residences are located in the former plantation towns of Kualapuu and Maunaloa, with the rest scattered across the homestead lands of Hoolehua and the remote east and west ends of the island.

      Because of the small population base of the island, the College will need to create alternative delivery modes for offering cost-effective educational services. Because residents cannot drive to another college, MCC will need to address methods for delivering a comprehensive curriculum of liberal arts and vocational courses and facilitate access to baccalaureate and master degree levels. Finally, because of the remoteness of outlaying communities, the College needs to provide educational services in close proximity to the town of Kaunakakai.

   b. Child care is an increasing problem. While the first two years after graduating from high school are generally viewed as the optimal time to attend college, statistics from 1988 and 1989 show that approximately 20-30 percent of the senior women from Molokai High School are pregnant or will give birth within the first two years after graduation. If this trend continues, the need will persist to address child care options for these potential MCC-Molokai students.

3. Science and Technology Factors

   a. Molokai businesses have moved at a slower pace into technological applications. Yet, evidence of the interest by Molokai residents for computer training is reflected in classes such as ICS 100, DP 110, and WPRO 50, where enrollments are curtailed by limited equipment and facilities. The College is committed to providing computer and telecommunication technology to Molokai residents, so that they might be prepared to keep pace with new developments as they occur.

4. Community Expectations

a. Demands for higher education are increasing from Molokai residents. The community, particularly in the past few years, recognizes the College as the legitimate source for higher education and looks toward MCC-Molokai as the leader in meeting those needs. At the basic skills level, MCC is recognized for offering lower level English and math courses and making referrals to the DOE's G.E.D. program. The College's associate level courses and programs are considered appropriate for providing education and training for job opportunities. The community is also expressing the need for our MCC graduates to move beyond the associate degree level into some type of Bachelor's Degree program. Unlike other islands, Molokai residents are unable to obtain a baccalaureate degree unless they leave, which is not generally possible. Then, when the better jobs requiring a Bachelor degree become available, the jobs are filled by newcomers to the island, not long-time residents.

b. Up-to-date input from the community is necessary for continued support of the College and for orienting directions for improvement of the College's academic programs. The MCC-Molokai Advisory Committee serves in this valuable role. Additionally, formal needs assessments will continue to be employed.

B. INTERNAL FACTORS

The following factors internal to the College were also considered in developing the Academic Development Plan for Molokai.

1. Staffing and Staff Resources

a. The Molokai Center lacks adequate support staff. A full-time coordinator and a 0.5 account clerk (who serves another 0.5 at the Molokai Farm) cannot handle the variety and magnitude of requests in a timely manner. Additionally, there is presently no one available in the evenings to supervise operation of the program.

b. The Molokai Farm operates with a 1.0 Instructor/Farm Manager, two 1.0 Ag Technicians, and an 0.5 Account Clerk.

c. The Educational Opportunity Center, a federally funded project operating out of the MCC campus, staffs a 1.0 Community Counselor on Molokai, who assists residents with financial aid and enrollment applications to the

colleges of their choice.

d. Lecturers residing on Molokai are hired with the same minimum qualifications as those for the Maui campus. The intention of the College is to hire a mix of both Maui-based and Molokai-based instructors, and this has generally worked well.

e. Staff development monies were made available for outreach personnel for the first time in 1990.

2. Curriculum

a. Courses and programs offered on Molokai are those offered on campus, as defined by the College Catalog and approved by the campus curriculum committee and dean.

Unlike on campus, however, most courses are scheduled in the evenings to meet the needs of Molokai clientele who are primarily working adults. Since most adults are able to attend only a few nights per week, only 2-3 required classes for any single program are scheduled per semester: at this part-time rate, students require about five years to complete an A.S. degree. Majors in agriculture and business may accelerate their progress by taking day classes as well. Some Molokai students move more quickly towards completing programs by taking classes five nights per week.

b. Within the six years of the last ADP cycle, the College offered certificate and degree programs in 10 areas (see Table I): Agriculture, Office Administration & Technology, Accounting, Hotel Operations, Building Maintenance, Nursing, Human Services, Administration of Justice, Fire Science, Liberal Arts.

The College also schedules regular offerings in several non-degree programs: Basic Skills, Hawaiian Studies.

c. The Molokai program facilitates the scheduling and logistics for the University of Hawaii Maui Outreach Program, which enrolls 5 Molokai students seeking the Bachelor of Arts in Liberal Studies.

3. Resource Allocation

a. The Molokai program is primarily general-funded. External funds, primarily from the Carl Perkins Vocational Education Act, Alu Like, and the EOC, have been used to cover start up costs for the Single Parents and Homemakers day business lab, Personal Care Attendant training for Native Hawaiians, the Fire Science program,

and the Educational Opportunity Center Counselor.

b. With regard to extramural resource allocations, Molokai is fortunate to have the greatest number of residents of Hawaiian ancestry per percentage of population anywhere in the State. A possible source of funds, or at least partial assistance, would be those earmarked to assist Native Hawaiians.

4. Physical Facilities and Equipment

a. The current facility used by the MCC-Molokai Center is too small and temporary. It is only marginally accessible to handicapped individuals. To make the structure is in full compliance with fire codes, 10 fire and safety improvements are needed, some requiring R & M monies which should not be expended on rented facilities. The facility is rented at a cost of $1000/per month on a year-to-year basis. However, expectations are that the lease will not be renewed when the Molokai Community Plan is finalized allowing commercial use of the land.

The building is too small to accommodate the program. Courses are being taught currently at five different locations on the island. In addition, students lack a sense of "college community/center," because there is no student center, no library resource area, no study hall, no bookstore, no computer lab, nor other resources found commonly on most college campuses.

A permanent facility that is centrally located in Kaunakakai town is critically needed. The State and the University of Hawaii should begin immediately to acquire land for such a purpose.

b. Often times, equipment that is standard on the main campus is lacking in the outreach area. Particularly absent are funds to offer science, vocational, and other lab classes. Funding will be sought to correct sub-standard equipment and meet the challenges posed by new technology, as well as to repair and maintain existing equipment.

Computers are being increasingly used in instruction and administration. MCC-Molokai is linked with the campus computer system so that registration procedures are now done on-line. However, there is a shortage of various computers, printers, modems, and other equipment to meet the student and staff needs at the present time.

V. ASSESSMENT

Maui Community College undertakes a variety of assessment activities to determine the relevance, effectiveness and impact of its programs and services vis-a-vis the planning context of the College and the University of Hawaii Community College Chancellor's directions and priorities.

A. HIGHLIGHTS OF RECENT PROGRAM ASSESSMENTS

1. Latest Accreditation Report

   The most recent accreditation report was completed in the Fall of 1988. These comments extracted from the Evaluation Report of the Accreditation Team relate to MCC-Molokai.

   a. ...the outstanding outreach ... programs which serve nearby islands illustrate the effort to meet the distinctive needs of the college area.

   b. Maui Community College is a leader in use of telecommunications and microwave delivery systems, as well as unique methods of packaging and modularizing both credit and non-credit courses.

   c. Off campus classrooms on Lanai, Molokai, and Hana are not adequate and limit the College's ability to serve these areas of growing need.

2. Student Needs Assessments

   a. In the Spring of 1990, a general survey of students at registration indicated that two Certificate programs are of keen interest: a C.C. in Carpentry, and a C.C in Early Childhood Education from the Human Services program. Students also requested courses that fulfilled specific requirements for Certificates and Associate degrees in ongoing programs. These courses will be scheduled accordingly.

   b. To bring a new cycle of courses requires that a critical mass of students are willing to commit to the entire series of courses. The Coordinator is charged with maintaining these lists.

3. College and Community Recommendations

   a. MCC continues to solicit the advice and support of the Molokai Advisory Committee, the general community, as well as students to determine which programs should continue.

b. This Molokai ADP reflects the input and advice of the Molokai Advisory Community as well as college deans, directors, division chairs, program coordinators, and relevant faculty.

C. PROGRESS TOWARD IMPLEMENTING PREVIOUS ADP PRIORITIES

The last six-year Academic Development Plan for Molokai set forth a number of priorities, many of which were achieved.

1. Established Coordination and Facility for MCC-Molokai Center

A full-time Coordinator/Instructor position for Molokai became a reality in October of 1987. Instead of requesting a full-time secretary, however, the College reallocated 0.5 account clerk from the Molokai Farm to the Education Center. This arrangement reduces both the Farm and the Center to 0.5 clerical support, less than ideal given the workload.

The MCC-Molokai Center, leased from Misaki, Inc. in February of 1986, was a breakthrough for the College. The eight-room, 2,028 sq. ft. facility provided space for the first time for day classes, lab classes, telecommunications, equipment storage, and offices. The immediate result was increased visibility and enrollment, culminating in an all-time high in unduplicated registrations of 212 students in spring 1988.

Many Molokai ADP objectives were accomplished basically because the MCC-Molokai facility was acquired and because the request for a 1.0 position for a Coordinator/Instructor was funded. This infrastructure established the presence and increased the visibility of the College, and sustained an identity and consistency that the program needed in the eyes of the community. The community viewpoint concluded that MCC-Molokai is now here to stay.

2. Continued to Operate and Expand the MCC-Molokai Farm

The College continues the full-time program in Agriculture at the MCC-Molokai Farm. The curriculum leads to a Certificate of Achievement or Associate in Science degree with major emphasis in vegetable crop production. The College also rotates courses in horticulture and landscape maintenance as dictated by demand. To accommodate the time schedules of active farmers who seek skill upgrading, greater evening offerings were scheduled, and the Farm Manager offered five non-credit workshops in 1989 with a total of 45 persons in attendance.

The College implemented its objective to conduct evaluations of potential vegetable crops, with success in sweet potato, heliconia, and ginger. The Farm Enterprise program was

initiated on schedule. Staffing objectives for the MCC-Molokai Farm were completed. A 1.0 Instructor II position in Agriculture was reallocated from a temporarily discontinued on-campus program in Drafting. Two agricultural technicians and an account clerk were transferred to the College budget, from a special appropriation made to Manoa's College of Tropical Agriculture and Human Resources for fiscal year 1984-85. Half of the account clerk position was subsequently reallocated to the MCC-Molokai Center.

Support of the Molokai Farm continues. The 28-acre site is ideal for hands-on training where students experience thorough instruction on operating tractors, installing irrigation systems, growing and marketing sample crops, and managing nurseries. The non-credit workshops are well-attended and valuable toward gaining public awareness for the Molokai Farm. Student enrollment in the credit program is not always encouraging. This is due in part to a significant number of AG majors graduating in the Spring of 1988. Other factors include students leaving for the temporary off-island employment created by the ferry system. Also, agriculture is not always seen as a "career possibility" by some youth of the island. Because the Molokai High and Intermediate School has built an agriculture-vocational building, MCC is encouraged that the base of students with agriculture interest will increase. Emphasizing short-term credit and continuing non-credit modules are also planned to enhance participation by active farmers.

3. Offered Occupational Programs in Response to Community Need

a. Business Programs

Accounting and Office Administration & Technology. Since DOE facilities cannot accommodate MCC classes during the day, a major benefit of establishing the MCC-Molokai Center was the expansion of business courses into the day as well as evening. The College rotates day and evening courses leading to the C.A. or A.S. in Office Administration and Technology and in Accounting on a continuous basis. Selected Sales and Marketing courses are scheduled to satisfy business elective requirements for the degree.

Because the population base is small, an objective was to develop the self-paced format for sequential courses in typing, accounting, business machines and office procedures. This format proved successful for the concurrent scheduling of both beginning and advanced students in the same class. Eight new IBM Wheelwriter typewriters and two Apple IIE Computers were acquired along with a number of business machines and other

necessary equipment for the business lab. MCC has utilized Vocational Education Act (VEA) dollars to implement a Single Parents and Homemakers program during the daytime hours with much success.

The objective to establish a .5 business instructor was not met, although this position is needed to stabilize the program. Currently five lecturers residing on Molokai instruct an average of 17 to 20 credits per semester in business courses: more than enough for a full-time load. About 30 students enroll in ACC each semester, and 35 enroll in TYPW.

Hotel Operations. The objective to complete the Certificate of Completion and the Certificate of Achievement in Hotel Operations was completed in 1987. The program is on hold until there is renewed interest. Courses leading to a C.C. or C.A. in HOPER have been offered continuously since the Molokai outreach program began in 1970. Interest waned recently when expansion of the hotel industry failed to materialize on Molokai.

b. Vocational and Technical Training

Vocational Programs. Less progress was made in this area primarily due to lack of suitable equipment and training facilities. By steering around equipment-dependent courses, a Building Maintenance C.C. program in Plumbing and Painting was completed in April 1989. A popular self-paced lab in electricity and electronics ran from fall 1987 for 3 semesters. Small Engine Repair was scheduled successfully several times at the Molokai Farm, and Blueprint Reading was received over SkyBridge.

Community interest remains high for a broad range of vocational classes. Students who completed the Building Maintenance cycle are requesting continuation and expansion of MAINT and CARP classes. The student needs assessments of 1983 and 1990 substantiate the request for a carpentry program. Because the Molokai economy does not support large construction and contractor companies, "handyman" training is needed.

Computer and Word Processor Training. Computer ICS and DP classes are scheduled at MHIS due to the shortage of computers at the Molokai Center. Even so, students are turned away because only one section can be offered. For example, ICS 100 waitlists at 30 students, even though the course has been scheduled almost every semester since 1986. DP 110 was offered for the first time in spring 1990: one out of every three early registrants enrolled in this class, until enrollment was curtailed at 25 due

to limited equipment. Word Processing was taught for the first time in spring 1989 using the 2 computers and 8 electronic typewriters in the Molokai Center business lab: enrollment was curtailed at 20 by the shortage of equipment, asking student pairs to share a single machine.

The College will continue to turn away students until it secures a permanent facility with an adequate power source, security, and space for labs, and sufficient funding for equipment. The objective to establish a .5 Vocational/Technical instructor will be deferred until then.

c. Public Service Programs

PCA-Nurse Aide Program. In January of 1986, MCC was awarded Native Hawaiian grant money in conjunction with Alu Like, and offered a one-year full-time Personal Care Attendant and Nurse Aid program to 13 women of Hawaiian descent. Eleven students completed the program and have found work in the health care field or a related human service area. Two continued their education at MCC-Molokai by completing A.A. Degrees in spring 1988, while two are still enrolled with aspirations of continuing in the LPN or RN category.

In response to the nursing shortage statewide, MCC brought back the nurse aide course in spring 1989 and fall 1989, opening it to all students on Molokai. A total of 26 students registered and completed the Nurse Aide certificate. There is continued community support for more advance nurse training specifically leading to the C.A. and A.S. degrees.

Human Services: In response to community need, the College initiated the C.A. program in Human Services with emphasis in early childhood education to qualify for certification as pre-school teachers. Although the C.A. cycle ended in spring 1987, student interest continues. When offered in spring 1990, Human Development I enrolled 22 students, indicating a new cycle is needed.

Administration of Justice: The College fulfilled its objective of offering the C.A. cycle in Administration of Justice in Spring of 1985. Student interest did not warrant a repeat of the full cycle. But, the College continues to offer selected courses over SkyBridge and cable TV. This cost-effective delivery not only provides instruction for the small number of police and criminal justice personnel residing on Molokai, but also for Maui police enrolled in the on-campus AJ program to continue

their education while temporarily reassigned to Molokai. About 2-6 students make up the Molokai portion of AJ enrollments on SkyBridge.

Fire Science: As a clear example of meeting its objective of being responsive to community educational needs, the College initiated an A.S. degree cycle in Fire Science in fall 1988 at the request of the Maui County Fire Department. The Department will give points toward career advancement to firefighters completing the A.S. degree. Supplemented by federal vocational education funds, the College schedules two or three FIRE or general education requirements over SkyBridge each semester, so that majors will be able to complete the full cycle by 1992. Students with previous college credit will complete sooner. Ten Molokai firefighters enrolled in the most recent SkyBridge class in Fire Science.

4. Continued Offering Cycles for A.A. Degree

   a. A.A. Degree Requirements

      The College continues with a sequence of courses leading to the A.A. degree on a regular schedule. A most recent phenomenon is high school seniors electing to stay on the island for the two-year degree before continuing their education elsewhere. Also, a number of recent MHIS graduates have trouble adjusting to college life in the "big city" and return at mid-semester to succeed on their own island at MCC-Molokai.

   b. General Education

      Liberal arts courses serve several purposes besides filling A.A. requirements. Integrated into the A.A. sequence are courses serving as General Education electives for occupational certificate and degree programs. The DOE approves many liberal arts courses as a means by which their personnel may increase post degree credits and pay ranges. The community at large register in significant numbers for interesting and challenging liberal arts courses.

5. Continued and Expanded Developmental Skills Offerings

   a. Math Lab

      The popular MCC-Molokai Math Resource Lab continues to operate each semester at full capacity with 20+ students for over four years. Consistent with its objective, the selection of math courses concurrently offered in a single section is now expanded to include 16 different

courses (more than the Aldrich computerized registration can handle). Arithmetic, pre-algebra through calculus and a series of vocational math modules are all offered "under one roof" in an open-entry, open-exit format. The self-paced format is very helpful in areas like outreach with a small population base supporting only one section of a discipline per semester. Because of the concurrent offerings, the math lab fills (usually to overflowing); and students always find the math class they need.

The objective to include auto-tutorial and computer assisted instruction for the math lab has not materialized due to limited funds.

b. English Courses

The objective to establish and implement an open entry, open exit procedure for English courses was partially met. Several instructors were willing to accommodate students at varying levels of ability, with some students earning credit toward ENG 19 and others toward ENG 22. But the flexibility and success of the math lab was not matched in English. Enrollments justify only one section per semester of English, or two if a course is SkyBridged. The English sequence of ENG 9, 19, 22, 55, 100 generally rotates one or two courses at a time, such that students needing ENG 100, for example, may wait 1-2 years before it comes along.

c. Adult Literacy

Another priority of the previous Molokai ADP was to improve the basic skill level county-wide with respect to English and math efficiency and offer study skills, speech improvement and related courses as necessary. MCC-Molokai offered two courses, ENG 09 and SP 09, to a group of Filipino students for an entire year in AY1987-88 with good student response. Also, MCC-Molokai lecturers are tutors in the Literacy Program for residents needing help in reading. And as of spring 1989, new programs such as Hui Malama and Pookela assure that the emphasis of increased English proficiency will continue. Finally, personnel from the Learning Lab on the MCC campus use SkyBridge to tutor Molokai students enrolled in English and writing intensive classes.

6. Expanded On-Going Level of Student Services

The previous Molokai ADP emphasized the need to expand the level of student services on the island. Some progress has been made in this area. A counselor from the campus spends 2 days per month on the island, and more at peak registration

times, at the Molokai Center advising and counseling students. But, the objective was not realized for a full-time Student Services Specialist who would provide and coordinate recruitment, financial aids, advising, registration, career planning, veterans support, and student activities and staging commencement exercises. Currently these duties are handled by the Coordinator, who has general knowledge but not specific expertise in student services. Financial aid is handled by the federally funded EOC Counselor. There is greater interaction with the on-campus Student Services personnel with on-line registration. New hires in the positions of Dean of Students and Financial Aid Officer, along with more frequent visits by the visiting counselor, have attempted to bridge some of the gap in services.

The objective was met for continuing pre-enrollment services through EOC and Upward Bound funds. Office space at the Molokai Center was made available for the EOC Counselor. Discussions have taken place for the integration of these services should the federal projects terminate.

The objective for establishing student activities programming was not fully realized. Expressed student interest for student government and a student newsletter continues. The education information booklet on the Molokai program was prepared and published by the Molokai Coordinator. And the final objective, to conduct a periodic program evaluation of services provided to Molokai students, was completed. A major goal was realized in 1988 when 28 graduating students received their degrees at the second MCC graduation exercise on Molokai.

7. Strengthened Instructor Recruitment, Orientation, Evaluation

Instructor recruitment was augmented for several reasons. The MCC-Molokai Center increased visibility of the College. Several newcomers holding teaching credentials and expertise walked in requesting an application to teach. The growth of the program from a handful of students taking Hotel Operations in 1970, to 185 students enrolled in 10 programs in 1990, enhanced the reputation and status of the College. More lecturers view teaching for MCC-Molokai as a viable way to supplement their income while contributing to the education and welfare of the community. Finally, the Molokai Coordinator position provided an on-site person knowledgeable of the reputation and qualifications of residents. Although the lecturer pool on Molokai is small, the island hosts more credentialed residents than one may think, including high school teachers, businesspersons on early retirement from the Mainland, even a Ph.D. in Biochemistry. Plus, campus instructors for the most part do not balk when their turn in outreach comes up.

The objective to complete an orientation video was not fulfilled, but the orientation handbook was completed. The objective to systematically evaluate instruction was met, as all lecturers receive summations of written evaluations from their students each semester.

8. Improved Scheduling Through Needs Assessments

Scheduling is consistently guided by student needs assessments. The Fire Science and Human Services programs were initiated after receiving requests from the community; and the Hotel Operations program was stopped out after student interest waned. A list of prospective majors is being held for new cycles in Carpentry and Human Services. Spring 1990 registrants were surveyed on their course and program needs. The College conducts regular meetings with the Molokai Community Advisory Committee to obtain input on program direction and course scheduling.

9. Developed Cost-Effective Instructional Alternatives

Cable Courses and SkyBridge. The College established cable classes in 1986. Two years later, it completed the SkyBridge link, the two-way interactive classroom allowing Molokai students to simultaneously see and hear the Maui teacher and students, and vice versa. The Molokai schedule averages 8 SkyBridge classes and 4 cable classes per semester, with more utilization planned in the future.

On-line computer terminals. The College was successful in connecting one on-line computer terminal between the campus and the center. Additional terminals, however, cannot correctly function until the power source at the Molokai Center is upgraded.

Additional Positions: The College was unable to secure an additional 1.0 position to coordinate the alternative delivery lab nor the 1.0 position to establish and maintain library services. These requests are deferred to the next BI1991-93 budget.

10. Provided Appropriate AV, Computer, and Other Academic Support

Most academic support equipment was obtained, except for the purchase of additional computers for instructional and academic support usage.

11. Maintained and Improved Molokai Farm Facility

The Molokai Farm facility has been maintained and improved. The greenhouse was reroofed, work benches constructed, mist and work areas completed, and the classroom/office building

repainted. The replacement of the roof on the warehouse is scheduled in Supplemental 1990-91 year.

12. Established a Planning and Budgeting Process for Molokai

The Molokai ADP is now updated. Budget requests are made through regular campus procedures, which regularly include the Molokai program.

13. Developed Program of Community Services

The objective to develop a program of non-credit courses, cultural activities, and apprenticeship/skills upgrading classes has not been met due to staff limitations.

VI. MOLOKAI PRIORITIES

Of the thirteen college-wide priorities identified in the MCC-ADP, certain priorities rank higher with regard to Molokai than others. These priorities will direct the initiatives and activities of MCC-Molokai over the next six years.

PRIORITY 1: TO DEVELOP AND IMPLEMENT A PLAN FOR THE MAINTENANCE, RENOVATION, AND CONSTRUCTION OF FACILITIES TO MEET THE NEEDS OF THE COLLEGE

Maui Community College is committed to providing access to postsecondary education on Molokai and, in this light, is committed to finding a permanent site for its outreach program. MCC has rented the facility from Misaki's, Inc., on a year-to-year basis in order to have at least some of the courses centrally available. While the MCC-Molokai Center increased awareness and visibility of the College on Molokai, the rented facility is expensive, temporary, marginally accessible to the handicapped, fire and safety hazardous, and too small to accommodate the entire program. The temporary status of the facility threatens the stability of the program, and State R & M funds cannot be expended to make necessary repairs and renovations.

a. MCC-Molokai Center. A permanent facility, centrally located in Kaunakakai town, must be identified and established as soon as possible to house classrooms with SkyBridge and HITS capacities, instructor and staff offices, library resources, business lab, learning lab, generic vocational lab, telecommunications, bookstore, child care room, and secured equipment.

b. MCC-Molokai Farm. The Molokai Farm warehouse is a fire hazard because the roof is constructed of combustible materials. Also the roof leaks badly. Roof repair is scheduled in the 1990-91 Supplemental Budget. The College will additionally seek funds to upgrade the interiors of this structure and the existing classroom with more adequate furniture, power, and lighting. These renovations will allow the College to offer Carpentry, Building Maintenance and other vocational classes at the Molokai Farm site. Classroom and bathroom facilities will need remodeling to meet minimum standards.

c. Maintenance and Landscaping. Minor repairs and janitorial services for the Center and the Farm are currently being provided through the gracious willingness of the Molokai Coordinator and Secretary. Volunteers periodically weed the garden fronting the Center. A 1.0 Maintenance/Landscaping position is needed to vacuum floors, clean johns, maintain landscaping, and make repairs and minor renovations at the Molokai Center and the Molokai Farm.

PRIORITY 2: TO IMPROVE THE QUALITY OF INSTRUCTIONAL PROGRAMS AND ACADEMIC SUPPORT SERVICES THROUGHOUT MAUI COUNTY

The College is committed to providing quality instruction for its outreach programs on a par with campus. Pursuant to this is providing a comparable ratio of equipment to students, expanding curricular comprehensiveness, and stabilizing the program with instructional positions.

a. The College will strengthen and expand the comprehensiveness of offerings in general education.

   1. Daytime Liberal Arts. The feasibility of offering Liberal Arts courses during the day will be explored, by offering one class in AY1990-91, and if successful, following up with more. Since 35-40% of campus students enroll exclusively in day classes, it is reasonable to assume Molokai has a daytime clientele as well. If student demand warrants, the College will formulate a cycle of day courses leading to the A.A. degree.

   2. Humanities Integrated with Community. The College will explore the feasibility of offering a spectrum of humanities courses in cooperation with community and college initiatives, e.g., a journalism class for publishing a college/community newspaper, a drama class for performing a play, dance and art classes with recitals and exhibits, and the college chorus class for initiating a community choral ensemble.

   3. Foreign Languages and Hawaiiana. See Priority 6 on Internationalizing the Curriculum for detailed activities.

   4. SkyBridge A.A. Degree. The College will develop a sequencing plan so Molokai students beginning in fall 1990 may complete all requirements for the A.A. degree through SkyBridge or cable TV. This plan will provide transferable courses applicable to Manoa core and for classes which historically have had the greatest logistical difficulty being scheduled on Molokai, e.g. literature, languages, sciences.

   5. Sciences. The College will seek funds for instructional equipment and supplies and offer a greater scope of classes in the sciences, as well as computing, word processing, and vocational fields.

b. The College will continue offering academic programs responsive to economic and other needs of the community.

   1. Agriculture. The College plans to continue the MCC-Molokai Farm, providing the only full-time agriculture educational program on the island. The feasibility of short-term, 1-credit courses will be evaluated to allow active farmers to

upgrade skills without having to commit time for an entire semester. The Farm program will continue to explore crop diversification and implement specialty crops such as taro, in an effort to show how small family farms may be profitable and compete in the same arena with large acreage farms.

Continuation of non-credit workshops will be appraised as they are valuable in gaining public awareness for the MCC-Molokai Agriculture program. There is no current way, however, to formally integrate non-credit offerings into the instructor's credit workload. A credit/non-credit workload equivalency formula needs development.

As a long-term goal, attention will be given to promoting the Molokai Farm as the center for outer island students to acquire in-depth hands-on experience in vegetable crop production, tractor use, and irrigation design. The feasibility will be studied of a dormitory-type facility to accommodate off-island students so that the Farm will be most efficiently utilized by a greater number of students.

2. Accounting and Office Administration. The College will commence new day and evening cycles leading to the C.A. or A.S. in Accounting and in Office Administration and Technology and periodically reassess need for continuation. A .5 instructional position in Accounting/Office Administration will be pursued in BI1993-95 to stabilize the program.

3. Business Careers/Sales & Marketing. Responding to requests from the community and students, the College will initiate in Fall 1991 the A.S. degree in Business Careers, pending program approval from the Chancellor's Office. The College has requested that its current Sales and Marketing program be changed to Business Careers, whereby students will be able to complete a core of business courses then specialize in one of three areas: small business management, supervision, or sales and marketing. These training areas are particularly needed to aid the Molokai community toward developing economic stability and self-sufficiency through partnerships between the College and the business community, e.g., Hawaiian Homes Commission and Maui Economic Opportunities, Inc.-Molokai Branch plans for economic development.

4. Hotel Operations. This program has little current interest due to the stalled hotel and resort situation. The program will be started again with renewed development in the tourism industry.

5. Food Services. Responding to requests from the Kaluakoi Hotel and Golf Club, the College will deliver the Maui Chefs and Cooks Association apprenticeship program to Molokai. An apprentice completing this credit program will earn an A.S.

degree in food service from MCC, as well as the Journeyman Certificate from the State Department of Labor, and Cook Certification and Journeyman Apprenticeship Certificate from the American Culinary Federation Educational Institute. To implement this program the College will place a request in BI1991-93 for 1.5 positions in food service to rotate among all relevant workplace sites including Molokai, Lanai, Hana, Kapalua, Kaanapali, Kihei, and Wailea.

6. Carpentry Technology and Vocational Trades. Responding to results of needs assessments, the College will introduce the self-paced Carpentry lab on Molokai in AY1990-91, if required equipment and supply costs are funded and a suitable facility is secured. The College will subsequently pursue funding for selected C.C. programs or courses in Building Maintenance, Welding, and Automotive Technology (introduction to air conditioning). A .5 vocational Instructor II position will be requested in BI1995-97 to stabilize the program and insure quality programming.

7. Fashion Technology. The College will further evaluate the student need and logistical feasibility of offering a C.C. cycle in Fashion Technology. Molokai residents have expressed interest in this program to provide training for cottage industries making aloha wear, costuming for dance troupes, designing fashions for hard-to-fit figures, and reducing household clothing costs.

8. Nursing. The critical statewide nursing shortage bears upon Molokai as well. The campus received funding for 6 new nursing positions in BI1989-91, but the request for a Molokai position was deferred. The College will continue to pursue a 1.0 instructional position for initiating the LPN and RN program on Molokai: it is included in the BI1991-93 campus budget request.

9. Human Services. Plans are underway to begin a C.C. cycle in Human Services with emphasis in Early Childhood Education in fall 1990, to complete the A.S. degree cycle by spring 1993, and to periodically reassess need for continuation.

10. Administration of Justice. The College will continue offering selected AJ courses (without initiating a program cycle) over SkyBridge, cable TV or other cost-effective delivery, to meet the needs of police residing permanently or temporarily on Molokai.

11. Fire Science. The current A.S. cycle is expected to temporarily meet student demand for Fire Science. The College will study the need to re-initiate the program after this cycle is finished.

PRIORITY 3: TO DEVELOP NEW INSTRUCTIONAL PROGRAMS IN RESPONSE TO COMMUNITY NEEDS

To promote economic vitality of the island and to respond to the need for trained workers in growth occupations, the College will develop or act as broker for relevant new programs to meet these needs.

a. Molokai Initiated Curricula. The Molokai program is encouraged to propose courses and certificated programs applicable to its clientele for approval through regular College channels including division, curriculum committee, and dean. Currently Molokai utilizes available MCC curricula and has not modified or initiated new offerings. For consideration are: a C.C. in Carpentry (now, only a detailed 46-credit C.A. and 62-credit A.S. are available); a C.C. in automotive air conditioning repair; HPER courses in officiating and coaching; and coursework in ranching, animal husbandry, aquaculture, hydroponics, diesel, medical terminology, real estate, entrepreneurship, proposal writing, and Ilocano.

b. Brokering Other Community College Programs. Cooperation with other community colleges will facilitate demand-based offerings of selected programs that might otherwise not be available to Molokai residents: the Fire Science program is a current example. Graphic/Commercial Arts or Architecture is a long-range possibility.

c. Post-Community College Programs. Several of the 28 graduates at the 1988 MCC commencement on Molokai expressed the need for continuing with their studies at the baccalaureate level. An upper division objective toward expanding comprehensiveness and access over the next few years will be to address this problem by facilitating more University of Hawaii or West Oahu courses at the 300-400 level to Molokai students via SkyBridge and HITS.

d. Needs Assessment of New Programs. A critical mass of community-student interest in any particular curriculum will dictate what will be offered. The Molokai Coordinator is charged with maintaining a list of residents interested in any higher education program which may be available through or facilitated by MCC. A minimum of 20 students are generally required to consider mounting certificate programs, and 30-35 students are needed to consider a degree program.

PRIORITY 4: TO USE NEW TECHNOLOGIES AND LEARNING OPTIONS TO EXPAND ACADEMIC AND SUPPORT SERVICES THROUGHOUT MAUI COUNTY

The geographical isolation of Molokai from the mainstream of activities on Maui, Oahu, and the Mainland necessitate development and utilization of innovative instructional methods.

a. Library Services. The College will use electronic databases and

telecommunications to facilitate a level of library service on Molokai comparable to that on campus. MCC library service will be made available at the Molokai Community Library or at the MCC-Molokai Center, whereby students will access reference materials, closed reserve, and other literature available either on Molokai or through computer linkages with the campus and the University of Hawaii system.

To realize this goal, the College will request two positions. Half of a 1.0 Librarian II position will be responsible for developing and coordinating a program of outreach library services and procedures for Molokai, Lanai, and Hana, working with outreach instructors regarding library needs, teaching outreach students on library usage, reference service, and other library instructional functions. (The other half of the position will augment on-campus librarian activities.) The second position, a 1.0 Library Assistant IV, will handle forms, sending and receiving books, and other clerical functions, with halftime designated for the outreach program and the other halftime for campus evening and weekend activities.

The College will additionally request funding for basic library supplies and equipment including books, videos, periodicals, reference items, a dedicated computer, telephone, study carrels, and stacks.

b. Live Cable. The College will explore the feasibility of extending live cable services to Molokai through the addition of microwave links. This improvement will remove the 1-week delay currently operating in broadcasting Channel 14 classes from Kahului to Kaunakakai.

c. Extension of Cable Services. The College will encourage Chronicle Cablevision to extend cable services beyond the 3-mile radius of Kaunakakai town, so that residents of Maunaloa, Hoolehua and other outlaying areas will have access to MCC cable classes.

d. Telecommunications Support Staff and Facilities. The SkyBridge and cable TV system requires additional site support and more student help to assist with the many requests monitoring exams, faxing homework and assignments, overseeing equipment training and usage. Additionally, the MCC-ADP plans to expand the SkyBridge system and to incorporate the Hawaii Interactive Television System (HITS) for UH Manoa scheduling. Such expansion will place an even greater burden on staff support. The College will request a 1.0 Learning Specialist/Instructor to handle telecommunications logistics, manage evening instructional activities, and assist generally with academic support activities including recruitment and registration. The College needs a permanent facility on Molokai to accommodate the current and future needs of its telecommunications network.

e. Computer-Assisted Instruction. CAI modules will be extended to

Molokai for use in a wide variety of business, vocational, liberal arts, and nursing courses.

f. Self-Paced Instruction. The College will achieve cost-effective instruction in low demand areas by expanding the array of self-paced classes. Additional assigned time, supplies, and equipment are needed to support this effort, including computers, videodisc players, computer software and videotapes. These courses, scheduled for individualization over the course of the MCC-ADP, are applicable to outreach: MATH 140,205, ENG 9,10,19,21, ACC 27, BUS 55, OFPRO 40, TRNSC 35BCD, WPRO 50, FT 216, BLPRT 40.

g. Other Non-Traditional Deliveries. The College will explore initiating a greater range of academic policies and procedures for granting credit on the basis of other individualized alternatives, including credit by exam, independent study, directed studies, and credit for life experiences.

h. Academic Support Equipment. The College will utilize new technologies to enhance communications between sites and ensure that the qualitative level of equipment in outreach is on a par with campus. A fax machine at the Farm and a dedicated telephone line creating data channels between Molokai and Kahului are essential. Also needed is a MacIntosh computer to print camera ready brochures, schedules, and catalogues; and a better quality xerox machine at the Farm.

i. Computer Classroom. A classroom of computers will be needed for classes in computers, wordprocessing, data processing, typing, and writing expository on wordprocessors.

PRIORITY 5: TO IMPROVE PROGRAMS AND INSTRUCTION IN BASIC ACADEMIC SKILLS AS FOUNDATIONS FOR STUDENT SUCCESS

Underprepared students need strong programs and supportive services to develop basic skills. These programs will assist in student retention by facilitating greater academic success.

a. Math Lab. The College will continue the successful math lab. Plans are enhance to program with CAI and to broaden the selection of math classes.
b. Self-Paced English. The College will continue to pursue alternative delivery methods whereby the broad spectrum of English classes may be offered every semester on Molokai. Supplying and equipping a learning lab is also a priority.

PRIORITY 6: TO IDENTIFY AND DEVELOP APPROPRIATE INTERNATIONAL DIMENSIONS TO MCC'S CURRICULA

As needs for a more international perspective grow, the College will

play a major role by including international aspects and implications into existing programs.

a. Japanese Language and Culture. The College has not been able to address the Molokai student demand for offering credit classes in Japanese language and culture because of the shortage of qualified instructors. The College will pursue these offerings thorough SkyBridge capabilities.
b. Spanish, Tagalog, Ilocano. Molokai residents of Spanish or Filipino descent have requested classes in Spanish, Tagalog, or Ilocano. The College has not met these student demands in the past because qualified instructors have not easily been identified nor are Filipino language and culture courses in the College curriculum. The College will further explore this matter.

c. Hawaiian Language and Culture. The successful Hawaiian culture program will be continued and expanded by offering Hawaiian language and a greater variety of culture classes, depending upon accessibility to qualified instructors.

PRIORITY 7: TO COORDINATE STUDENT SUPPORT SERVICES TO IMPROVE ACADEMIC SUCCESS AND RETENTION.

The comprehensive range of student support services offered on the Maui campus through the Office of Student Services will continue to be expanded to Molokai.

a. Computerized Registration. The recently installed computer interface between the Molokai and Kahului campuses will accommodate the increasing need for computerized registration and interactive communications between the two sites.
b. Staffing. Under the supervision of the Coordinator, the presence of a full-time Learning Specialist/Instructor position assigned to the Molokai Center will provide critical ongoing services such as basic skills instruction, academic advising, career counseling, outreach assistance, financial aid counseling and enrollment management activities -- all of which collectively would serve to positively impact student retention and student success, and enhance the co-curricular mission of Maui Community College on Molokai.

PRIORITY 8: TO MAINTAIN EFFECTIVE ARTICULATION WITH THE DEPARTMENT OF EDUCATION, OTHER COMMUNITY COLLEGES, AND THE UNIVERSITY OF HAWAII AT MANOA AND HILO

The College is committed to working with the DOE and the units of the University of Hawaii, so that transferring from high school to the community college and then the university is smooth and ensures adequate preparation from one level to the next.

a. High School Needs Assessment. A needs assessment survey is planned for distribution to the freshmen and sophomore classes at MHIS in spring 1991, so that planning can be completed for students graduating two to three years from now.

b. 2 Plus 2. MHIS completed a new building housing agriculture, automotive and other technical courses. MCC-Molokai will evaluate the feasibility of arranging post-secondary automotive and other technical programs in the "2 + 2" format in conjunction with other DOE high schools in the County.

c. Public Relations. Special attention will be given to helping high school students, faculty, and counselors understand and value the associate degree.

d. Baccalaureate. There is a real need to move associate degree students to the next level: the Bachelor's degree. Many good job opportunities are filled by newcomers to the island who have a Bachelor's degree, while local residents are passed over. MCC-Molokai would serve as the bridge between high school graduates and baccalaureate seekers and offer the lower division courses that interface with the UH-Manoa or West Oahu baccalaureate requirements.

PRIORITY 9: TO ESTABLISH PARTNERSHIPS WITH BUSINESS AND GOVERNMENT FOR THE ECONOMIC DEVELOPMENT OF MAUI COUNTY

Maui Community College will work to maintain positive relations and establish cooperative projects and partnerships with the local government and business community. Alliances with the Hawaiian Homes Commission, Maui Economic Opportunities, Inc. - Molokai Branch, Alu Like, and other community-based development groups will continue to be important. Close communication with the community keeps the College abreast of changing needs and serves to maintain the economic, educational, and social vitality of the entire County. This is especially important on a small island such as Molokai where there is a strong sense of community.

a. Needs Assessments. Various student needs assessments and discussions with community groups and the Molokai Advisory Committee are a priority to identify and implement programs which will best serve the residents of Molokai.

b. Non-Credit Offerings. Community Services non-credit programs will be extended to Molokai. To deliver such classes, administrative support will be expanded on Molokai to assist with identification and scheduling of needed courses, recruitment and selection of instructors, procurement of supplies, publicity, and registration including the collection of fees.

c. Business Careers. The College will augment credit courses in small

business management, as discussed earlier, to encourage entrepreneurship and development of economic self-sufficiency through partnerships with business.

PRIORITY 10: TO MAINTAIN THE VITALITY AND QUALITY OF INSTRUCTION THROUGH RENEWAL AND PROFESSIONAL DEVELOPMENT ACTIVITIES FOR FACULTY AND STAFF

An on-going, systematic program of professional development is particularly critical for a remote community like Molokai to maintain the vitality and quality of the instructional program.

a. Staff Development Funds. The College will continue and expand the budget for awarding staff development funds to lecturers, staff and faculty.

b. Interaction between Campus and Center Staff. Strides will be made toward increasing interaction and communication between Molokai and Kahului faculty and staff through greater usage of SkyBridge meetings and more funding for travel. Activity will focus on orienting new lecturers, holding discussions between personnel of the same discipline, making class observations.

PRIORITY 11: TO IMPROVE THE ADMINISTRATIVE MANAGEMENT OF THE COLLEGE

The College leadership requires new skills, strategies, and equipment to assure systemic progress achieving MCC's goals. Especially at an outreach site such as Molokai, the Coordinator is more out of touch with the board scope of College activities and decision-making and overall management strategy.

a. Leadership Training. The leadership training project prioritized in MCC-ADP will include the Molokai Coordinator to enhance Molokai program planning, budgeting, management evaluation, personnel management and team building.

b. Division Chair Meetings. The College will attempt to again schedule campus division chair meetings in the SkyBridge room so that outreach coordinators may participate.

c. Learning Specialist/Instructor. The College BI1991-93 budget request will include a 1.0 Learning Specialist/Instructor position. The enormous growth of SkyBridge and other alternative delivery courses offered mainly at night and on weekends requires supervision and support to assure quality of delivery. This person will organize and handle telecourse logistics including the administration and transmittal of alternative delivery exams, quizzes, and placement tests. S/he will also assist the coordinator with recruitment, registration, advising, and financial aid activities and teach 2-3 basic skills classes a year.

c. Additional Clerical Support. Currently, there is no clerical support at the Center when the secretary is at the Farm, and vice versa. And the workload has grown too large for a single 1.0 position. The College has relied on paying overtime hours during the month-long registration periods to complete the work in a timely manner. The College will seek additional clerical support in the BI1993-95, to bring from 0.5 up to 1.0 position at both the Farm and the Center.

PRIORITY 12: TO IMPROVE THE FISCAL STABILITY OF THE COLLEGE

Projected State general funds will fall far short of the College's need to move aggressively toward its goals. The College recognizes it must operate cost-effectively and seek external funding.

a. Title III. Federal Title III funding for developing institutions will be sought to initiate outreach centers in remote communities throughout Maui County including Molokai.

b. Targeted Groups. Federal funds to assist Hawaiians through Alu Like and federal vocational education funds to meet the needs of targeted groups will be sought to strengthen and enhance the Molokai program.

PRIORITY 13: TO ESTABLISH OUTREACH CENTERS OFFERING A RANGE OF SERVICES FOR HANA, MOLOKAI, AND LANAI

This Molokai ADP details this priority.

VII. STAFFING

The College will request the following additional positions for the Molokai program.

		Est. Req.
1.0 Janitor/repairperson/groundskeeper	BI1991-93	$18,852
1.0 Learning specialist/instructor	BI1991-93	40,944
1.0 Nursing instructor (for Molokai & Lanai)	BI1991-93	40,944
1.5 Food Service instructor (all outreach)	BI1991-93	40,944
1.0 Business Instructor (all outreach)	BI1991-93	40,944
.5 Librarian (all outreach)	BI1991-93	20,472
.5 Library assistant (all outreach)	BI1991-93	9,342
0.5 Accounting/Office Admin instr (on Molokai)	BI1993-95	20,472
0.5 Clerk-steno @ MCC-Molokai Center	BI1993-95	9,342
0.5 Clerk-steno @ MCC-Molokai Farm	BI1993-95	9,342
.5 Vocational/technical instructor (on Molokai)	BI1995-97	20,472
1.0 Counselor (on Molokai)	BI1995-97	40,944
	TOTAL	$313,014

VIII. PROJECTED ACTIVITY LEVELS AND RESOURCE REQUIREMENTS

The Capital Improvement Budget for facilities requirements includes a sizable request for site selection and planning of the Molokai Center in the 1991-93 Biennium Budget. Such resource requirements are essential for the continued growth of the College on Molokai.

IX. EVALUATION

MCC regularly undertakes a number of evaluation activities in order to assess the effectiveness of its programs, the level of support needed to sustain them at an appropriate level, and to determine if new directions are needed toward meeting identified needs.

Molokai instructors regularly receive written student evaluations of instruction.

Another important evaluation process relied upon by the College is the input provided by the Molokai Advisory Committee. This group convenes on a regular basis to review current programs and provide input regarding the need and direction of future programs.

The Accreditation Self-Study and Program Reviews conducted on the main

campus reflect Molokai as well. There is a need, however, for a systematic evaluation procedure to provide effective feedback and help MCC maximize its resources. The planning, management and evaluation (PME) process will better enable MCC to evaluate its allocation of resources and the impact of the programs and services it offers.

TABLE I
CERTIFICATED AND DEGREES OFFERED ON MOLOKAI

CERTIFICATE OF COMPLETION

A Certificate of Completion is a credential awarded to students who successfully complete certain occupational courses or course sequences specified by the College. The C.C. programs are designed for students who need short-term training or job upgrading and do not exceed 23 units. These C.C. programs are offered by MCC on Molokai:

Agricultural Careers
Building Maintenance
Hotel Operations
Human Services
Nursing

CERTIFICATE OF ACHIEVEMENT

A Certificate of Achievement is a credential awarded to students who successfully complete a program of courses leading to an occupational skill. MCC-Molokai offers the following C.A. programs:

Accounting
Building Maintenance
Admin of Justice
Office Admin & Technology
Agricultural Careers
Human Services

ASSOCIATE IN SCIENCE DEGREE

The Associate in Science degree is awarded to students who successfully complete a program of occupational and general education courses as required by the general catalog for specific program areas. The purpose of the A.S. program is to prepare students for gainful employment on Molokai and for transfer to a four-year institution. The following A.S. degrees are on-going:

Accounting
Office Admin & Technology
Agricultural Careers
Human Services
Fire Science

ASSOCIATE IN ARTS DEGREE

The Associate in Arts degree is granted to students who successfully complete a general education program as specified by the MCC catalog for transfer to a four-year institution. The A.A. program is called the Liberal Arts program. Only courses numbered 100 and above can be applied toward this degree.

TABLE II
MCC-MOLOKAI ENROLLMENT

Fall 1985	139	Spring 1986	167
Fall 1986	172	Spring 1987	195
Fall 1987	209	Spring 1988	212
Fall 1988	160	Spring 1989	160
Fall 1989	175	Spring 1990	185

Note: These totals represent enrollments at MCC-Molokai over the past eight semesters, based upon data generated at the conclusion of late registration.

doc #65
March 22, 1990

ERIC Clearinghouse for
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